Reflecting on Assessment in My Classroom

To help plan for ongoing student-centered assessment in your classroom, take a short formative self-assessment. This will help you focus on areas of strength as well as areas in which you would like to improve as you develop your assessment plan. Identify where your assessment practices fall on the scale:

1. I am satisfied with how I assess higher-order thinking skills and 21st century skills in my students' work.

Assessment Scale

2

1. I use formative assessments before a unit to plan instruction (example: learning about my students' prior knowledge to plan how to proceed in the unit).

3

Assessment Scale

1. I involve my students in understanding the project expectations, learning goals, and criteria before project work begins.

4

Assessment Scale

1. My students use a rubric throughout a project to understand the expectations.

1

Assessment Scale

1. My students create rubrics and other assessments to use throughout a project.

1

Assessment Scale

1. I conference with students to provide feedback, offer suggestions, provide further instruction, and answer questions.

4

Assessment Scale

1. My students assess themselves.

2

Assessment Scale

1. My students take part in peer review.

1

Assessment Scale

1. I provide reflective prompts for students throughout the project to think about how they are learning.

Assessment Scale

1

1. I use anecdotal notes and observational checklists systematically to monitor individual and group behavior.

3

Assessment Scale

1. My students use a project plan to monitor their own learning and work toward self-directed learning.

3

Assessment Scale

1. I use information from summative assessments to plan for future instruction.

4

Assessment Scale